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ABSTRACT

Developed in response to a decision to reorganize the counseling division at the Forest Park Campus of St. Louis Community College from a decentralized to a centralized counseling program, this integration plan represents the results of an effort to upgrade counseling, advising, and job placement services. Following introductory material, the objectives for the reorganization are outlined: to provide counseling and advising services to students and faculty in the instructional divisions while maintaining comprehensive services and resources in the centralized counseling area; to facilitate the development of counselors as generalists; to develop an information base for effective counseling; and to provide for the coordination of counseling functions. Next, the components of the organizational plan are outlined, including sections on the counselor as generalist and specialist, instructional support teams, educational advisors and placement specialists. The report then enumerates the duties of the instructional support team leaders and members and the instructional division associate dean and details procedures for operating the instructional division counseling offices. Next, the report enumerates the procedures for the development of career cassette tapes, to be used by the placement specialists, and for the creation of an academic advising handbook. Finally, a typical schedule of counseling staff meetings is provided. Appendices describe the career cassette tapes and academic advising handbook and offer related materials. (KL)

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ORGANIZATIONAL PLAN AND PROCEDURES FOR INTEGRATION OF CENTRALIZED COUNSELING WITH INSTRUCTIONAL DIVISIONS

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St. Louis Community College
at Forest Park

JC 820 368

This plan was developed in response to a campus decision to reorganize a major division of St. Louis Community College -- the division of counseling -- from a decentralized to a centralized counseling program. For many years, the division of counseling at the Forest Park Campus existed in a decentralized mode. The new plan is designed to upgrade counseling, advising and job placement services at the Forest Park Campus. The plan has already resulted in the division of counseling achieving a higher degree of accountability and a more positive image.

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Dean of Student Services
Vice Chancellor for Planning
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OBJECTIVES FOR INTEGRATION OF CENTRALIZED COUNSELING WITH INSTRUCTIONAL DIVISIONS

1. To provide counseling and advising services to students and faculty in the instructional divisions while maintaining concurrently comprehensive services and resources in the centralized counseling area.

2. To assist the counseling staff in expanding their knowledge and understanding of all instructional programs, thus facilitating the development of counselors as generalists.

3. To develop an information base essential for effective counseling and advising and to provide for a continuous update of this information base (e.g., career tapes and advising handbook).

4. To provide for the coordination of those functions essential for the effective operation of the counseling division.

COMPONENTS OF ORGANIZATIONAL PLAN

I. COUNSELOR AS GENERALIST-SPECIALIST

A. Generalist: Possesses knowledge and understanding of all college programs

1. Ability to counsel and advise any student.

2. Refinement of these skills through rotation among four instructional divisions:

a. to increase knowledge of all programs and

b. to provide service to students and faculty in all divisions.

B. Specialist: Coordinator of major functional area of counseling division

1. Serves as in-house expert; resource person.

2. Identifies an area for professional development.

3. Provides for division of labor within counseling division.

4. See Appendix A for listing of areas of coordination and process for development of objectives relative to these areas.

II. COUNSELING - INSTRUCTIONAL SUPPORT TEAMS

A. Twelve counselors: four teams

B. Composition of team:

1. Counselor/team leader

2. Two counselors

3. Division liaison: Associate Dean

C. Division coverage

1. Each team member will spend one day per week in instructional division; four days per week in centralized counseling area.

2. This provides three days of coverage per week for each instructional division.

D. Rotation process

1. Two members of each counseling team will rotate to a new instructional division each semester for the purpose of increasing counselors' knowledge of all instructional programs.

D. Rotation process (cont'd)

2. Rotation process:

a. Two of the three counselors on a team rotate to a new division each semester; one of the two will be the team leader.

b. One counselor remains as a new team leader to maintain continuity within the division.

c. Counselors follow the rotation process during the fall and spring semester of each academic year. Summer sessions are excluded.

3. Example of rotation process:

SPRING 1982

SCIENCE & TECHNOLOGY	BUSINESS/SOCIAL SCIENCE
*Counselor A	*Counselor D
Counselor B	Counselor E
Counselor C	Counselor F

FALL 1982

SCIENCE & TECHNOLOGY	BUSINESS/SOCIAL SCIENCE
**Counselor B	**Counselor F
Counselor E (from Bus/SS)	Counselor C (from S/T)
Counselor G (from Hum)	Counselor H (from LS)

*Initial team leader

**New team leader after first rotation (Fall 1982)

E. Implementation Schedule

1. Initial semester of implementation: Spring 1982

2. First rotation: Fall 1982

III. SUPPORT STAFF

A. Educational Advisers

1. Advisers, in cooperation with the coordinator of academic advising, will develop an advising handbook.

2. Advisers will edit academic information sheets for programs of assigned divisions.

B. Placement Specialists

1. Each placement specialist is assigned to work with two teams relative to development of career tapes.

2. Placement specialists edit tapes (in cooperation with media services) and incorporate tapes into cassette tape library of counseling center.

3. Placement specialists develop mini-tapes for use in telephone access system.

FUNCTIONS OF COUNSELOR/TEAM LEADER

1. Serve as a resource person to other members of counseling-instructional support team.

2. Equitably divide the workload relative to development of academic information sheets and career tapes among team counselors. Inform director of counseling of workload distribution.

3. Periodically meet with team counselors and other appropriate personnel to review progress toward achievement of team objectives and other pertinent matters.

4. Facilitate interactions with associate dean, department chairpersons, coordinators, and instructional faculty to accomplish team objectives.

5. Identify advising needs of division students in cooperation with associate dean and other appropriate personnel. Where feasible, develop plan of action to meet advising needs and submit to director of counseling for review and approval. Implement approved plan.

6. Determine dates for completion of team assignments in cooperation with team members. Submit timetable to director of counseling for review and approval.

7. Inform director of counseling of a problem or area of concern relative to division counseling activities; develop a solution to problem or area of concern.

8. Represent counseling division at instructional division meetings where appropriate.

9. Insure that division counseling office is maintained in a functional manner; inform logistics/research coordinator of resource requirements (advising forms, etc.).

10. Perform related duties as assigned by director of counseling.

FUNCTIONS OF COUNSELOR AS TEAM MEMBER

1. Counsel and advise students of division on day of assignment to division.

2. Complete academic information sheets on career and transfer programs of division; verify accuracy of available information.

3. Assist in development of career cassette tapes pertaining to instructional programs of division.

4. On rotation to a new division, assist in updating academic information sheets and career tapes.

5. Integrate career/educational information obtained from counseling center into instructional and group counseling efforts of division where appropriate.

6. Perform related duties as assigned by director of counseling.

RESPONSIBILITIES OF INSTRUCTIONAL DIVISION ASSOCIATE DEAN

1. Help bring together counselors and department chairpersons/coordinators for the purpose of completing academic information sheets and career tapes.

2. Inform division staff of counseling services available.

3. Demonstrate a working knowledge of the functions of the counselor/team leader and counselor as team member.

4. Assist counselor/team leader in the identification of advising needs of division students.

5. Invite counselor/team leader and/or team counselors to attend division meetings where appropriate; confer with director of counseling concerning participation.

6. Allow for use of division CRT by counselors (when it does not conflict with division use) to obtain information essential for delivery of counseling services.

7. Inform director of counseling and counselor/team leader of a problem or area of concern relative to division counseling activities.

PROCEDURES FOR INSTRUCTIONAL DIVISION COUNSELING

1. The day and hours each counselor will work in an instructional division are specified in Appendix B.

2. The hours each counselor works in a division will correspond to normal working hours for that particular day.

3. All evening counseling hours will be maintained in the centralized counseling area.

4. All counselors will stay in the centralized counseling area for 100% of their working time during the first few weeks of each semester to assist students who register late or require program adjustments. The director of counseling will determine each semester when the counselors will initiate their division counseling activities.

5. The day and hours a counselor works in an instructional division will be posted on the door of the division counseling office.

6. Division counseling offices should only be used by counselors assigned to the particular division.

7. Typing needs of counselors are to be provided through the division of counseling in accordance with established procedures.

8. A daily log of counselor activity within an instructional division should be maintained (same form as used in centralized counseling area).

9. Counselors may use the division CRT when it does not conflict with division use.

10. Counselors will be available for walk-in students unless otherwise indicated.

11. On the day of assignment to an instructional division, the counselor should make every effort to be available to work with students and faculty of the division in accordance with posted office hours. Other activities and meetings should not be scheduled unless essential to campus operation. The director of counseling must approve absence from the instructional division for participation in non-instructional division activities and meetings.

12. Counselors may participate in instructional division meetings as deemed appropriate by the associate dean and director of counseling.

13. Group advising sessions in the instructional divisions should be scheduled on the counselor's division day.

14. Counselors should allocate time to confer directly with department chairpersons, coordinators, and instructional faculty to complete academic information sheets, career tapes, and to acquire information needed for the effective delivery of the counseling service within the division.

15. A counseling plan of action for an instructional division must be reviewed and approved by the director of counseling after consultation with the associate dean and counselor/team leader.

16. A solution to a problem or area of concern relative to instructional division counseling activities should be developed by the counselor/team leader. If a workable solution cannot be achieved at this level, the counselor/team leader should inform the director of counseling who will be responsible for developing a solution after consultation with the appropriate individual(s).

PROCEDURES FOR DEVELOPMENT OF CAREER CASSETTE TAPES
AND ACADEMIC ADVISING HANDBOOK

Career Cassette Tapes

1. Each placement specialist is assigned to work with two teams to develop the career tapes.

   a. Philishea Ingram: Business/Social Science Division
      Humanities Division

   b. Roger Nienkamp: Life Science Division
      Science & Technology Division

2. Cassette tape formats/questions for career and transfer programs are presented in Appendix D.

3. Curricula of instructional divisions for which career tapes are to be developed are listed in Appendix F.

4. Counselors assigned to a division will tape an interview with the appropriate department chairperson or coordinator using formats presented in Appendix D.

5. Tapings will be conducted in the sound proof recording lab of media services.

6. Placement specialists will be available at tapings to assist in the editing process.

7. Team counselors should inform the appropriate placement specialist of the desired day and time for each taping session at least five days in advance of the taping.

8. Placement specialist will then confer immediately with media services to determine availability of recording lab on requested day and time.

9. Placement specialist will immediately confirm or reschedule the taping session with the appropriate individuals.

10. Career tapes should be approximately 10 - 15 minutes in length.

11. Placement specialists will incorporate finished tapes into the cassette tape library of the counseling center.

12. Placement specialists will develop mini-tapes from career tapes for use in the telephone access system ("dial a program").

Procedures for Development of Career Cassette Tapes and Academic Advising Handbook (cont'd)

Academic Advising Handbook

1. Each educational adviser will edit academic information sheets for instructional programs of assigned divisions.

   a. Burdette Miller: Life Science Division
      Science & Technology Division

   b. Linda Rantz: Business/Social Science Division
      Humanities Division

2. Coordinator of academic advising will coordinate the development of the advising handbook in cooperation with the educational advisers.

3. Advising handbook content outlines for career and transfer programs are presented in Appendix E.

4. Curricula of instructional divisions to be included in advising handbook are listed in Appendix F.

5. Coordinator of advising and educational advisers determine information currently available for each program in accordance with content outline. Missing information will be requested through completion of academic information sheet.

6. Coordinator of academic advising distributes academic information sheets to counselor/team leaders.

7. Counselor/team leaders distribute sheets to team counselors.

8. Team counselors will request appropriate department chairperson or coordinator to provide missing program information through completion of academic information sheet. Team counselors will also request department chairperson or coordinator to verify (and update as needed) the accuracy of available information.

9. Counselor/team leaders provide completed academic information sheets to coordinator of academic advising who in turn will distribute the sheets to the appropriate educational adviser.

10. Educational advisers edit academic information sheets and incorporate into advising handbook.

11. Academic advising handbook distributed to counseling staff to facilitate generalist counseling activities.

12. The feasibility of computerizing the contents of the advising handbook through application of a word processing system should be explored.

DIVISION OF COUNSELING MEETINGS

1. Counselors' Meeting (counselors unless otherwise indicated)
   a. once every two weeks
   b. Friday afternoon from 1:30 - 3:00 p.m.
   c. typical agenda:
      1) announcements
      2) division business (if applicable)
      3) update of coordinators' activities
      4) informational session (e.g., update on a college program, etc.)
2. Specialized Staff Meetings (with director of counseling)
   a. once every two weeks/alternate Fridays
   b. counselor/team leaders: 9:00 - 10:00 a.m.
   c. placement specialists: 10:00 - 10:30 a.m.
   d. coordinator of academic advising/educational advisers: 10:30 - 11:00 a.m.
   e. coordinators: schedule appointments as necessary between 1:30 - 3:30 p.m. (review of objectives/special projects)
3. Other Division Meetings

   Since Friday is a "free day" relative to instructional division counseling activities, it is requested that division meetings be scheduled on this day or on days when instructional division counseling is not scheduled for those individuals participating in a meeting.

APPENDIX A

AREAS OF COORDINATION

Academic Advising/CADRE -	Joe Roth
Career Counseling/Testing -	Ruth Lewis Chris Wulf (assistant)
Community Resources/Alternative Educational Opportunities -	Fredda Witherspoon
Grant Development -	Ron Sundling
Groups/Personal Counseling -	Marlene Rhodes
Handicapped Students -	Bard Schatzman
Job Corps/Foreign Students -	Libby Fitzgerald
Logistics/Research -	Ray Hauver
Orientation/Publicity -	Doris Latta
Outreach/Adult Counseling -	Hilda Becker
RSVP -	Lucille Mitchell
Transfer Information & Scholarships -	Lou Marion

Appendix A (cont'd)
Areas of Coordination

PROCESS FOR DEVELOPMENT OF
OBJECTIVES BY COORDINATORS

Submit objectives for spring semester 1982 to Director of Counseling

Review process between coordinator(s) and Director of Counseling

Mutually agree on objectives for spring semester 1982

APPENDIX B

INSTRUCTIONAL DIVISION COUNSELING SCHEDULE
(Spring Semester 1982)

DIVISION	DAY IN DIVISION	
Business/Social Science		
Ruth Lewis	Monday:	8:00 a.m. - 4:00 p.m.
Ron Sundling	Tuesday:	8:30 a.m. - 4:30 p.m.
*Hilda Becker	Wednesday:	9:00 a.m. - 5:00 p.m.
Humanities		
Ray Hauver	Monday:	8:30 a.m. - 4:30 p.m.
*Fredda Witherspoon	Wednesday:	10:00 a.m. - 6:00 p.m.
Lou Marion	Thursday:	8:30 a.m. - 4:30 p.m.
Life Science		
*Joe Roth	Monday:	9:00 a.m. - 5:00 p.m.
Chris Wulf	Tuesday:	9:00 a.m. - 5:00 p.m.
Marlene Rhodes	Wednesday:	9:00 a.m. - 5:00 p.m.
Science & Technology		
Libby Fitzgerald	Monday:	9:00 a.m. - 5:00 p.m.
*Doris Latta	Wednesday:	8:30 a.m. - 4:30 p.m.
Lucille Mitchell	Thursday:	9:00 a.m. - 5:00 p.m.

*initial team leader

APPENDIX C

INSTRUCTIONAL DIVISION COUNSELING OFFICES

DIVISION	ROOM NUMBER	PHONE
Business/Social Science	C-210	644-9776; ext. 776
Humanities	A-210	644-9271; ext. 271
Life Science	D-420	644-9399; ext. 399
Science & Technology	D-318	644-9292; ext. 292

APPENDIX D

CAREER CASSETTE TAPE

Format/Career Programs

All career program tapes should contain the following information:

1. The tapes should be a discussion by a Forest Park department chairperson/coordinator as to the nature of the program, the field, type of jobs available, job duties, and narrated by a team counselor.

2. Who should consider the particular program (e.g., educational requirements, personal characteristics, other requirements).

3. Description of program courses and what they're like.

4. Enrollment information (e.g., full-time, part-time, summer, and evening classes).

5. Program affiliations with employers where appropriate (e.g., internships, practicums, clinicals, co-ops; in order to show adequate and qualitative practical experience).

6. Necessary requirements for professional certification.

7. Transfer information (e.g., baccalaureate degrees, further training, advancement potential).

8. Employment opportunities (e.g., types of jobs and starting salaries, follow-up information, local and national trends).

9. Who to contact for additional information.

Appendix D (cont'd)
Career Cassette Tape

Career Program _____

Objective: To provide an overview of each Forest Park career program.
To aid an individual in career decision making.

Introduction:
The interviewer should identify him or herself and introduce the department chairperson/coordinator and the title of the program to be discussed.

Basic Questions:

1. What is the _____ program all about? (training, internships, practicums, length of program)
2. What are your students qualified to do after graduation?
3. What is the job market like for your students? (update annually)
4. What kind of salary can graduates of your program look forward to? (update annually)
5. What kinds of courses do your students take?
6. Do some of your students enter the program with previous experience?
7. When does the program begin? (fall, summer, mid-year)
8. What are the prerequisites for getting into the program? (i.e., program prerequisites, grade-point average, course work, educational background, special abilities, general aptitudes, or personal characteristics that should be considered)
9. What kinds of interests and time commitments are necessary for success in this program and career?
10. What kinds of facilities (labs, clinics, etc.) and equipment does Forest Park have for the _____ program?
11. How much time is devoted to hands-on or practical experience?
12. In an average week, how much time is spent in the classroom setting?
13. What is the cost of participating in this program? (tuition, supplies, tools, uniforms, books, etc.)
14. What kind of financial aid is available to potential students? (federal grants and loans, bank loans, scholarships, etc.)

Appendix D (cont'd)
Career Cassette Tape

Career Program _____

15. Is the _____ field a relatively new one?

16. How fast is this field developing?

17. Upon successful completion of this program what is the next step? (employment, internship, licensing, exams, etc.)

18. What kinds of avenues are available to graduates who want to continue their education? (schools, types of programs, degrees, increased employability)

19. Who should an individual contact for additional information concerning this program?

Closing:

This is _____ for St. Louis Community College at Forest Park.

NOTES: a. These are suggested questions. Actual questions should be adapted to particular programs.

b. Contact the job placement specialists to obtain the latest job outlook and salary range information.

c. The response concerning the availability of financial aid should be a general one since financial aid programs do change on a regular basis. Referrals to the appropriate campus resources for more detailed information should be presented.

Appendix D (cont'd)
Career Cassette Tape

Format/Transfer Programs

All transfer programs should contain the following information:

1. The tapes should be a discussion by a Forest Park department chairperson/coordinator as to the nature of the program and narrated by a team counselor.

2. Discuss areas of specialization within the field.

3. Who should consider the particular program (e.g., educational requirements, personal characteristics, other requirements).

4. Description of program courses and what they're like.

5. Transfer information (e.g., four-year schools, major fields of study; increase in employability by continuing for a baccalaureate degree).

6. Employment opportunities (e.g., starting salaries and types of jobs, graduate follow-up information, local and national trends).

7. Who to contact for additional information.

Appendix D (cont'd)
Career Cassette Tape

Transfer Program _____

Objective: To provide an overview of each Forest Park transfer program.
To aid an individual in career decision making.

Introduction:
The interviewer should identify him or herself and introduce the department chairperson/coordinator and the title of the program to be discussed.

Basic Questions:

1. What is the _____ program all about?
2. Many fields have specialization within them. Could you indicate the names of any of these within your field?
3. Does a student majoring in your field specialize in any particular part of your field?
4. What kinds of students should consider a major in this field? (i.e., program prerequisites, grade-point average, course work, educational background, special abilities, general aptitudes, or personal characteristics that should be considered)
5. What are the courses that majors typically take?
6. How can students be certain that courses taken at Forest Park will be accepted by four year institutions where they may transfer to complete a baccalaureate degree?
7. What opportunities, if any, are there for an undergraduate student to get some part-time experience in your field?
8. What percentage of your graduates go on to four-year colleges, graduate or professional schools? (graduate follow-up data; update annually)
9. What are the major fields of study they pursue? (consider naming specific schools and programs)
10. Do additional degrees increase their employability? What kinds of jobs do students take after additional education? (job outlook and salaries; update annually)
11. What value do you see your major having for a student who does not plan to obtain a higher degree?

12. What kinds of jobs do your graduates take who go to work immediately after graduation? (graduate follow-up data, include salaries; update annually)

13. What kind of financial aid is available to potential students? (federal grants and loans, bank loans, scholarships, etc.)

14. Who should an individual contact for additional information concerning this program?

Closing:

This is _____ for St. Louis Community College at Forest Park.

NOTES: a. These are suggested questions. Actual questions should be adapted to particular programs.

b. Contact the job placement specialists to obtain the latest job outlook and salary range information.

c. The response concerning the availability of financial aid should be a general one since financial aid programs do change on a regular basis. Referrals to the appropriate campus resources for more detailed information should be presented.

APPENDIX E

ACADEMIC ADVISING HANDBOOK

Career Program Content Outline

I. Job Description

II. General Information about Forest Park

III. Professional Characteristics

IV. Employment Prospects and Salary

V. Admission Statement

VI. Entrance Requirements Checklist

VII. Eligibility Semester (if applicable)

VIII. Recommended Course Load

IX. Retention

X. Transferability

XI. Program Cost

XII. Specific Financial Aid

XIII. Explanation of Instructional Approach

XIV. Curriculum Outline

XV. Name of One or More Department Members to Contact for Additional Information (include room and phone number)

XVI. Three Sources of Additional Information Available in the Counseling Center

APPENDIX F

CURRICULA OF INSTRUCTIONAL DIVISIONS

DIVISION	CONTACT PERSON	PHONE EXT.
Business/Social Science	Kathryn Nelson, Assoc. Dean	747
Career Programs		
Banking & Finance (AAS)	Ron Vails	757
Business Administration (C)	David Streifford	746
Chefs & Cooks Apprenticeship Program (C)	Jack Miller	749
Child Care Assistant (AAS)	Kathryn Farr	711
Child Development Associate (AAS)	Kathryn Farr	711
Clerk-Typist (C)	Mary Fuller	758
Criminal Justice: Corrections (AAS, C)	James Jackson	714
Criminal Justice: Law Enforcement (AAS, C)	James Jackson	714
Hospitality Restaurant Management (AAS)	Jack Miller	749
Human Services (AAS)	Cecelia Johnson	712
Medical Office Assistant (C)	Tobie Chapman	358
Medical Secretary (AAS)	Tobie Chapman	358
Medical Transcription (C)	Tobie Chpaman	358
Secretarial (AAS, C)	Mary Fuller	758
Tourism (AAS)	Jack Miller	749
Transfer Programs		
Afro-American Studies (selected courses)	John Dickerson	703
Business Administration (AA)	David Streifford	746
Humanities	John White, Assoc. Dean	390
Career Programs		
Advertising Design & Commercial Art (AAS)	James Hogan	351
Mass Communications (AAS)	Kathy Dunlop	377
Transfer Programs		
Art (AA)	James Hogan	351
General Education (AA)	John White	390
Liberal Arts (AA)	John White	390
Music (AA)	Stephen Curtis	384

Transfer Program Content Outline

I. Examples of Careers and Salary Range

II. General Information about Forest Park Program

III. Potential Majors for Each Program

IV. Prerequisites for First Semester Courses (if any)

V. Program Cost

VI. Explanation of Instructional Approach

VII. Curriculum Outline

VIII. Name of One or More Department Members to Contact for Additional Information (include room and phone number)

IX. Three Sources of Additional Information Available in the Counseling Center

Appendix F (cont'd)
Curricula of Instructional Divisions

DIVISION	CONTACT PERSON	PHONE EXT.
Life Science	Phil Carlock, Assoc. Dean	312
Career Programs		
Clinical Laboratory Technology (AAS)	Mary Ann Honti	343
Dental Assisting (C)	Paula McEnery	332
Dental Hygiene (AAS)	Jean Chaffee	338
Funeral Service Education (AAS)	Steve Koosmann	327
Nursing (AAS)	Pat Hall	315
Radiologic Technology (AAS)	Darrell McKay	325
Respiratory Technology (C)	Delores Herrera	326
Respiratory Therapy (AAS)	Delores Herrera	326
Surgical Technology (C)	Marifrances Burger	340
Transfer Program		
Life Science (AA)	Jerry Henderson	314
Science & Technology	Dan Miller, Assoc. Dean	285
Career Programs		
Automotive Technology (AAS)	Robert Knox	287
Biomedical Engineering (AAS)	Daniel Landiss	309
Building Inspection & Code Enforcement Technology (AAS, C)	Russell Maier	310
Data Processing (AAS, C)	David Daniel	762
Electronic Engineering Technology (AAS)	Daniel Landiss	309
Engineering Drafting/Mechanical (C)	Jerry Craig	291
Fire Protection (AAS, C)	Russell Maier	310
Manufacturing Technology (AAS)	John Tesson	305
Mechanical Engineering Technology (AAS)	John Tesson	305
Mircoprocessors (CS)	Daniel Landiss	309
Plumbing Design Technology (AAS)	John Tesson	305
Pre-Technology (selected courses)	Daniel Landiss	309
Transfer Programs		
Engineering Science (AA)	Bill Duke	307
Mathematics (AA)	Donald Moser	224
Institute of Continuing Education		
Emergency Medical Technology	Regan Ford	272

AA - Associate of Arts Degree
AAS - Associate of Applied Science Degree
C - Certificate of Proficiency
CS - Certificate of Specialization

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